DOCUMENT RESUME

ED 411 075 PS 025 754

AUTHOR	Jones, Raya A.
TITLE	The Child-School Interface: Environment and Behaviour. Children, Teachers and Learning Series.
ISBN	ISBN-0-304-32979-7
PUB DATE	1995-00-00
NOTE	264p.
AVAILABLE FROM	Cassell/Books International, P.O. Box 605, Herndon, VA 20172-0605; phone: 703-435-7064; fax: 703-689-0660 (clothbound: ISBN-0-304-32981-9; paperback: ISBN-0-304-32979-7, $31.95).
PUB TYPE	Books (010) -- Information Analyses (070)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	Adjustment (to Environment); *Educational Environment; Elementary Secondary Education; *Environmental Influences; Foreign Countries; *Peer Relationship; Special Education; Student Adjustment; *Student Behavior; Student School Relationship; Systems Approach; *Teacher Student Relationship; Theories
IDENTIFIERS	Behavior Settings; Bronfenbrenner (Urie); Ecological Perspective; Gibson (James J); Great Britain; Kelly (George); Lewin (Kurt)

ABSTRACT

This book reviews research and theories concerning environment-behavior relations in educational settings. Chapter 1, "The Ecosystemic Metaphor," presents the school as an open system, considers psychological theories of human behavior, and defines the environment. Chapter 2, "The Behaviour Setting," looks at relations between actual place and behavior, focusing on the spatial environment of schools and classrooms and evaluating Barker's ecological psychological theory. Chapter 3, "The Direct Environment," considers the "organism-environment fit" as applied to the child-school interface, including the effects of noise, temperature, and light, and Gibson's and Lewin's perceptual theories. Chapter 4, "Organizational Ethos," examines relations between the organizational environment and pupil performance, especially the use of survey methods to probe students' perception of the school environment. Chapter 5, "The Social Niche (1): Teacher-Pupil Relationships," discusses characteristics of the social environment, including teacher-student relationships, effects of teachers' attitudes and expectations, classroom communication as related to child-centered practices, and using an ecosystemic approach to behavior problems. Chapter 6, "The Social Niche (2): Pupil-Pupil Relationships," examines peer relationships, focusing on the conflation between the environment children create for each other and the adult-directed environment structured by the school. Chapter 7, "A Child at School," uses Bronfenbrenner's ecological model and Kelly's personal construct theory to explore children's private worlds. Chapter 8, "Problems of Adjustment," reviews ways in which adjustment problems have been approached in British special education. Chapter 9, "Living Child, Whole School," outlines general conclusions regarding research and theories about the child-school interface. (Each chapter contains notes and references.) (KB)